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ABSTRACTS AND BIBLIOGRAPHY

ISSUED MONTHLY

FOREWORD

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographic data is given for each item listed. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, text-books and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

SECTION A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

1. Fauquet, G. "The Economic and Legal Status of Co-operative Institutions", Reprinted from the *International Labour Review*, Vol. 58, no. 4 (October, 1948), 16 pp. Published by the International Labour Office, Geneva. $.10 or 6d. (Text available separately in French).

   This article describes the present status of co-operative institutions in national economics throughout the world, and shows how most countries have favoured the rise of the co-operative movement by drawing up appropriate legislation, or even by embodying the co-operative principle in their constitutions. The author was in charge of the Co-operative Service of the International Labour Office from 1920 to 1933.

2. Food and Agriculture Organization. *Essentials of Rural Welfare.* Washington, D.C.; F.A.O., 1949, 43 pp. $.0.50.

   The purpose of this study is to serve as a guide to practical assistance programmes based on objective examination of the nature and meaning of rural welfare, the factors which affect it, and the conditions by which it is indicated. The ethical, aesthetic, religious and community aspects of welfare are stressed as well as such material factors as the conditions of production, health, housing and the like. The study indicates specific procedures to be followed in planning and implementing rural welfare programmes, and suggests considerations to be taken into account in determining priorities among various welfare projects.

3. Unesco. *Unesco, A World Programme;* a guide to the activities of Unesco. (Publication 323). Paris: Unesco, 1949. 47 pp., illus. 15 cents or 9d. (Text available separately in French).

   This popularly written pamphlet is designed to inform the public of the main lines of the Programme of Unesco as defined by the General Conference after two years' working experience.

4. United Nations. Dept. of Public Information. *Handbook of the United Nations and the Specialized Agencies.* Lake Success, New York: United Nations, 1949. 222 pp. $.1.00 or its equivalent in other countries.

   A convenient and useful handbook of essential facts about the United Nations and the thirteen inter-governmental organizations which are formally associated with the United Nations as "Specialized Agencies". Information given includes the origin, activities and membership of each organization, brief descriptions of structure and function, the composition of committees and the names of senior officers of the secretariat.

UNIV. OF MICH.

5. United Nations. *Technical Assistance for Economic Development.* Lake Success, New York: United Nations, May 1949. 328 pp. $ 2.50 (Text available separately in French).

This important report sets forth a comprehensive plan and detailed proposals for an expanded co-operative programme of technical assistance for economic development of under-developed countries through the United Nations and its specialized agencies. The report is in two parts: Part I outlines the objectives and nature of the programme, the fields of work covered, and the administrative and financial arrangements suggested. Part II describes the specific kinds of technical assistance which the executive heads of the United Nations and the specialized agencies believe their organizations can undertake to provide, if the necessary funds are made available, during the first and second years of operation. The material in Part II is presented, in most instances, in the form of projects. The estimated cost of the Programme described is $35,862,576 for the first year and $50,507,987 for the second year.

AFRICA

6. Great Britain. Colonial Office. *Agricultural Extension and Advisory Work with Special Reference to the Colonies.* (Colonial No.241). London: H.M.S.O., 1949. 104 pp. 2s.

This practical outline of the aims, organization, and methods of agricultural extension work is designed particularly to assist British colonial agricultural officers in helping rural people to adopt improved farming methods and ways of living. The report was based on a tour made in 1947 by Mr. C.W. Lynn to study extension work in England, Canada, the United States and Puerto Rico, before taking up his duties at the newly created Lectureship in Agricultural Extension Methods at the Imperial College of Tropical Agriculture in Trinidad. The author states that "in preparing this report the conditions of African peasant agriculture have been kept mainly in mind."

7. Hare, W. F. (Lord Listowel) "Importance of Literature in Colonial Development". *East Africa and Rhodesia,* vol. 25, No. 1285 (May 19, 1949), pp. 1157-8. Published weekly at 66 Great Russell St., London, W.C.1. 30s. yearly; 6d. weekly.

A slightly abbreviated report of a speech made by the Minister of State for Colonial Affairs at the 150th anniversary of the United Society for Christian Literature in London which outlines the activities of the Government in the provision of reading matter for British Africa. In 1949, the East Africa Literature Bureau and the new Joint Northern Rhodesia and Nyasaland Literature Bureau will receive nearly £100,000 and £50,000 respectively from Colonial Development and Welfare Funds. The main function of the latter Bureau is to produce books of general interest for sale to Africans through the encouragement of original authors, the placement of selected works with established publishers, etc. The EastAfrican bureau will operate similarly for the four East African territories and will also have responsibility for providing a territory-wide library service. For this purpose, a survey has just been completed, and proposals submitted for a service which will cost £172,000.

8. Government of Northern Rhodesia. *Report on the Development of Broadcasting to Africans in Central Africa.* Lusaka: Government Printer, 1949. 23 pp. 9d.

This publication summarizes briefly the experience gained by the Government Broadcasting Station in Lusaka since 1941 on the technique of broadcasting to Africans, indicates difficulties encountered and progress made, and suggests practical next steps to be taken. In appendices are given the "Summary of Central African Broadcasting Scheme" as approved by the Secretary of State in October, 1945, the Capital and Recurrent Expenditures involved, and the schedule of actual programmes given for the week of 11 - 17 April 1949.

CHINA

9. Hopkins, Carl Ed. and Stepanek, J.E. "China's AIS - A Point Four Pioneer", *Far Eastern Survey,* Vol. 18, No. 14 (July 13, 1949), pp. 157-161. American Institute of Pacific Relations, 1 East 54th St., New York 22, N.Y. Fortnightly. $6.00 per year, single issues 25 cents (U.S.).

This article describes the aims and operations of the Agricultural Industry Service, the long-range rehabilitation programme for basic industrial and agricultural development in rural China which has grown out of the Agricultural Rehabilitation Section of UNRRA. Typical activities include a rural power development project, the introduction of pilot models of simple industrial machines, the organization of co-operatives, and grass-roots extension work aimed at the demonstration of improved farming practices and methods of work in rural small industries.

COLOMBIA

10. Ministerio de Educacion Nacional. *Campaña contra el analfabetismo.* Bogota, Colombia: Imprenta Nacional, 1948. 29 pp. Gratis.

This is publication No. 1. in the national literacy campaign. It gives the decree which provides the organizational basis for the literacy schools. Attention is mainly directed to youths with no schooling. Responsibility for the schools is placed on municipal and village Literacy Councils formed by the local government officials. The central government exercises a supervisory function through an inspectorate. In addition to maintaining schools each Literacy Council is required to set up a popular library.
The booklet gives a minimum syllabus; in addition to the three R's, agriculture, technical and civic instruction are mentioned.

11. Ministerio de Educacion Nacional. Campana de Alfabetizacion. *Leamos y Escribamos,* by Pastor Velasquez Sierra. Bogota, Colombia: Editorial Minerva Ltda., 1948. 48 pp. Official edition, Gratis.

The literacy primer prepared for the national campaign. As work is directed chiefly towards youths, this is a school text rather than an adult reader. A page of instructions is provided for the teacher. Each page of the book contains a lesson; it starts with a complete sentence which is then broken down into words, syllables and letters; fresh words are then introduced. Line drawings are used to illustrate the objects named. There is a close link between printing and writing so that in the layout of the lesson all printed words are repeated in cursive form. Progression of lessons is based on the introduction of one fresh letter at a time.

FRANCE

12. *Cahiers des Ingénieurs Agronomes,* 4e année, Nos 47-48, July 1949. Institut National Agronomique, 5 Quai Voltaire - Paris 7e. Issued monthly. Frs. 750 per year.

A special issue sponsored by Unesco as a contribution to the UNSCCUR and IUPN Conferences to be held in Lake Success, New York, in August, 1949. The journal presents a survey of conservation practice and education in France and the French Union. Prefatory articles by Pierre Auger (of Unesco) and Roger Blais (President of the INA Association) are given in both English and French. The remaining articles, by well-known French scientists, are grouped round five themes: the main problems - research and teaching in agriculture; the soil; plant life; the animal world; the role of Man. All articles deal jointly with research and training aspects of the particular subject. The final one gives an account of large-scale irrigation schemes now in progress in Morocco.

13. République Française. Présidence du Conseil. Commissariat général du plan de modernisation et d'équipement. *Premier Rapport de la Commission de modernisation des Territoires d'Outre-Mer.* 1948. viii-156 pp. Four maps.

An outline plan for the development over the next ten years of West and Equatorial Africa, Madagascar and the West Indies. Considerable attention is paid to economic needs and resources. One section surveys the present educational structure and emphasizes the future need for teacher training colleges with practising and model schools in order to treble by 1956 the number of pupils in school. Technical and agricultural schools and lycées are also needed to keep pace with economic development but the main emphasis is placed upon fundamental education. The plan for rural development provides for the construction of some 500 community centres which would serve the social needs of the people and also house the generators, pumps and other machinery needed for economic improvements.

ITALY

14. Unione Nazionale per la Lotta contro l'Analfabetismo (National Union for the Literacy Campaign). *Un Anno di Lavoro.* The Union, Via 4 Novembre 154, Rome 1949. 36 pp.

The report of the National Union for the year 1948. The Union is a voluntary, non-party body formed in Rome in 1947; it aims (a) to make the law for compulsory schooling from 6 to 14 years of age a reality throughout Italy; (b) to assist all citizens above 14 years who have lacked the opportunity for schooling. A first enquiry among adults in Lucania revealed an average illiteracy rate of 25 per cent - but markedly higher among 20 year olds than among 30 year olds. The National Union has set in motion a popular campaign in Southern Italy (Calabria, Campania, Lucania); village committees have been formed, detailed enquiries made into school and social conditions, and a start made with the special training of teachers and the preparation of suitable materials. The report gives the programme used in a 3-weeks course for teachers of the popular schools and lists also the district headquarters for the campaign.

15. Unione Nazionale per la Lotta contro l'Analfabetismo (National Union for the Literacy Campaign). *Centro educativo-assistenziale di Tor di Quinto.* The Union, Via 4 Novembre 154, Rome. [1949] 3 pp. (Mimeographed) Gratis.

A three-page report, mimeographed, describing a centre in a poor quarter of Rome. Some 250 youths attend courses in literacy, general schooling and technical training. Self-government within the group and extensive use of the library are two marked features of the experiment.

LATIN AMERICA

16. International Labour Office. *Conditions of Life and Work of the Indigenous Populations of Latin American Countries.* Geneva: I.L.O., 1949. 142 pp. (Text available separately in Spanish). 180 Fr. francs; 3 Swiss frs.

This study aims at outlining the social conditions of the indigenous populations of Latin America in order to suggest policies that might usefully be adopted to raise living standards through national, regional, and international programmes of action. Of particular interest are the chapters on "Living Conditions", including health, illiteracy and housing; "Conditions of Work", including agriculture, mining, and handicrafts; and "Social Policy of Governments". Because of the inadequacy of currently available information, the need for further detailed studies is stressed.

MIDDLE EAST

17. Al-Kirani, Khaldun. "Muddat ul-Dirāssah al-Ibtidāiyah", (The Length of Primary Education), *al-Muallim al-Arabi* (The Arab Teacher), vol. 2, no. 5, pp.591-595 (March 1949), Ministry of Education, Damascus. Monthly. Syrian £5 per year. (Journal issued in Arabic only).

Primary education in Syria begins at the end of the sixth year, and ends at the age of eleven. It starts too late and ends too early. Most of the habits of the child are already formed and he leaves school too immature, hardly ever continues reading. An inspector once found that former pupils of primary schools had mostly reverted to a semi-illiterate condition. Those who continue their secondary education are not ready for it. Suggests lengthening the school period by accepting pupils before they are six or five and keeping them till after twelve. This is difficult, mainly for financial reasons, but the need for it is great.

18. Al-Qasim, Ahmad. "Al-Ta'līm al-Rīfi", (Rural Education), *al-Muallim al-Arabi* (The Arab Teacher), Damascus, vol. 2, no. 5, pp. 614-620 (March, 1949).

Defines the aim of rural education as the reconstruction of the agricultural, hygienic and social aspects of village life. Describes how the rural Government (Arab) schools of Palestine became centres of agricultural activity including introduction and improvement of strains and improved methods of agriculture, soil conservation, etc. The following types of activities are given: planting of cereals, vegetables, fruit and other trees, development of nurseries, projects in poultry and bee-keeping, and individual plots for the older children. The rôle of the school as a centre for the improvement of health conditions, with first-aid equipment and teachers trained in first-aid, and the school as a centre for social reform through lectures, illiteracy campaigns, library service and "orientation", are discussed.

19. Jamāli, Hāfiz. "Min Dhikrayāt al-Taftīsh", (From the Memoirs of an Inspector), *al-Muallim al-Arabi* (The Arab Teacher), Damascus, Vol. 2, No.5, pp. 576-582. (March 1949).

The author, formerly an inspector of schools in two provinces of Syria, summarizes the condition of the schools as he found them: rapid growth of the schools, too rapid for adequate building accommodation; good teachers disheartened because of lack of encouragement; neglect of the rural school, the irregular attendance of children, and lack of adequate supervision of teachers. As remedies he suggests: (1) better choice of inspectors; (2) working out village school programmes in such a way as to allow for the harvesting season; (3) catching up with the building programme. The law stipulating that school buildings should be built at the expense of the local communities is a dead letter and another method should be found.

THE NETHERLANDS

20. Nederland. Ministerie van Onderwijs, Kunsten en Wetenschappen. Bureau Documentatie en Voorlichting van de afdeling Vorming Buiten Schoolverband. (Netherlands. Ministry of Education, Arts and Sciences. Bureau of Documentation and Information of the Division for Out-of-School Education). *Vorming Buiten Schoolverband: Documentatieblad.* Vol. 3, No. 1-2 (1949). Nieuwe Uitleg 28, The Hague. fl.5 per year. 146 pp. (In Dutch) Issued irregularly, beginning with a special number in December 1946.

In the first part, a series of information notes provides a broad survey of every aspect of youth and adult education in the Netherlands: the agencies at work, physical training, rural education, urban programmes, the programme of the Allardsoog Folk High School at Bakkeveen, and so on.
The second part contains a full bibliography of Dutch and Flemish articles and books in this field, with an abstract for each entry.

21. Pays-Bas. Ministere de l'Instruction Publique, des Beaux-Arts et des Sciences. Bureau de Documentation et d'Information du Departement "Education Extra Scolaire". (Netherlands. Ministry of Education, Arts and Sciences. Bureau of Documentation and Information of the Division for Out-of-School Education). *L'Education Populaire aux Pays-Bas.* 19 Prinsessegracht, The Hague. 1949. Mimeographed. 17 pp. Text in French, available shortly in English. Gratis.

A general survey of adult education in all its forms for the Netherlands as a whole. An account is given of the development of the varied agencies now at work; the training of staff; the techniques and methods used.

PERU

22. Bailey, Truman. *The Manual Industries of Peru.* New York: Museum of Modern Art, 1948. 64 pp., illus. $3.50.

In 1942, the Inter-American Development Commission of Washington, D.C. launched a programme of experimentation and research in Peruvian handicrafts to assist in their economic and artistic rehabilitation. This programme, carried out in close co-operation with the Peruvian Government was divided into four major phases: (1) investigation of raw materials and techniques currently used and survey of present styles; (2) experimentation; (3) demonstration; and (4) permanent organization of a handicraft centre for commercial production. In 1946, the Peruvian Ministerio de Fomento assumed complete responsibility for the continuation of the project and enlarged its scope by adding to it the function of a teacher training centre in the manual arts. The present report was written by Mr. Truman E. Bailey, a well-known designer and student of native crafts in various parts of the world, who served as director of the project from 1942 to 1946. The report is lavishly illustrated with photographs showing both designs and handicraft processes.

UNITED STATES

23. Institute of International Education. *Building Roads to Peace;* Exchange of People between the United States and Other Countries. Washington, D.C.: U.S. Department of State, 1949. Illus. Gratis.

This attractively printed brochure outlines specific ways in which private individuals, organizations and institutions can render practical assistance to the international exchange-of-persons programme of Unesco and other international organizations. Although written particularly for the United States, its scope is considerably broader both in the information given concerning present opportunities for study abroad and in the suggestions made for increasing the range, variety and effectiveness of such projects.

24. Liddy, Joseph A. "Criteria for Evaluating a Community Recreation Program", *Journal of Educational Sociology,* Vol. 22, No. 6, pp. 321-331 (February 1949). Payne Educational Sociology Foundation, Inc., 32 Washington Place, New York 3, N.Y. Monthly, September through May. $3.00 per year; single issues, 35 cents (U.S.).

This article presents a check list of criteria for determining the value of community recreation in achieving better understanding among community groups. The criteria have been set up as questions directed toward five important elements in the total recreational programme: the individual, group, community, leader, and activity. The questions are accompanied by brief statements emphasizing the relationships involved.

SECTION B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

25. American Council on Education. *Intergroup Relations in Teaching Materials.* Washington, D.C.: The Council, 1949. 231 pp. $3.00.

A careful examination and appraisal of text-books and courses of study widely used in schools and colleges in the United States, undertaken to assess their presentation of racial, religious and ethnic groups and of intergroup relations in American life and to make constructive suggestions for their improvement. The study was based on a carefully selected list of 315 publications, chiefly in social science subjects, prepared in consultation with publishers and educational leaders.

26. Beard, Kay. "Evaluation of Health Education Materials", *Canadian Journal of Public Health,* Vol. 39. (November, 1948), pp. 440-446. Published monthly by the Canadian Public Health Assn., 150 College St., Toronto 5. $ 3 per year; single copies $.50.
A comprehensive presentation of specific methods which may be used by public health workers in the development and continuing use of sound methods of evaluation of printed and audio-visual health education materials. The sensible techniques outlined are equally applicable to other subject fields.

FILMS AND FILMSTRIPS

27. *Daybreak in Udi.* Crown Film Unit, for Central Office of Information, Baker St., London, W. 1. 1949. 35 mm. 40 minutes monochrome sound (English).

A film on communal development in the Udi District of Eastern Nigeria. It shows how the people of one village, stimulated by local leaders, built their own maternity home. This is but one episode in a much wider movement which has led to road-building, co-operatives and adult literacy campaigns; but the episode presents dramatically the problems and obstacles encountered as a community drive towards progress is born. The film is technically excellent. As a documentary it should provide foreign audiences with a faithful picture of this aspect of Nigerian life; it may be useful also as an educational film in Africa.

28. Institute of Inter-American Affairs. *16 mm. Sound Motion Pictures in Colour on Health and Agricultural Subjects.* Institute of Inter-American Affairs, 499 Pennsylvania Ave., N.W., Washington 25, D.C. 14 pp. Gratis.

The nineteen films described in this catalogue were especially prepared for use in the Inter-American co-operative public health and agricultural programmes of the Institute of Inter-American Affairs, but are adaptable to many other countries and regions. All are available with English, Spanish and Portuguese sound tracks. Typical titles include "Your Soil - Your Future", "Hookworm", and "The Sanitary Market". Information given for each film includes title, running time, script summary, and purchase price, which averages $40 per film.

29. Jean, Sally Lucas. "Relative Values of Visual Aids in Health Education". *Journal of Health and Physical Education,* Vol. 19, no. 9 (November, 1948), pp. 587-589. Published monthly by the American Assn. for Health, Physical Education & Recreation, 1201 16th St., N.W., Washington, D.C. $ 3.50 per year; single copies $.35.
A brief, practical discussion of the use and effectiveness of motion pictures, filmstrips, slides, exhibits, window displays, posters and dramatics in health education and of the factors which should be considered in planning the visual aids phases of health education programmes.

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